



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 11391365
SAU: Raymond School Department
School: Jordan-Small Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

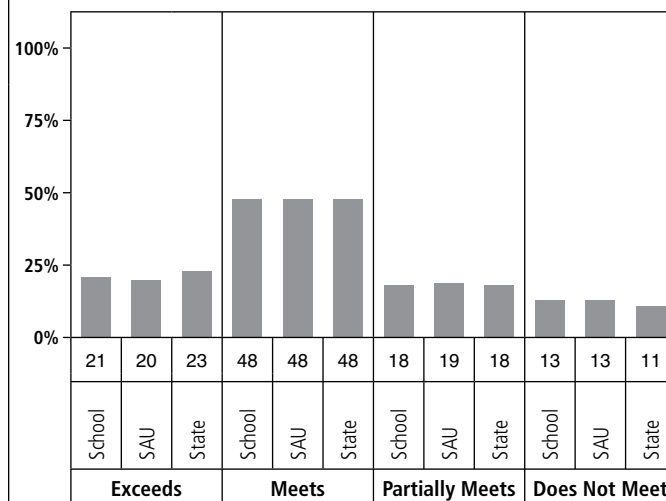
SAU: Raymond School Department

School: Jordan-Small Middle School

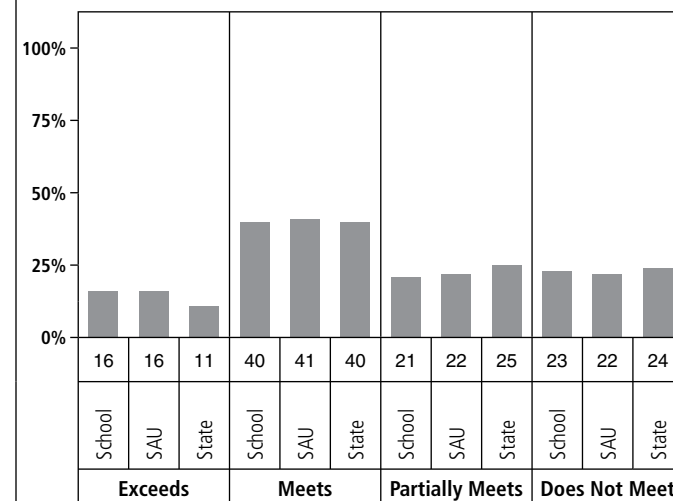
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	845	846	845
2006–2007	844	844	847
2007–2008	850	850	849
Cum. Avg. *	846	847	847
Mathematics			
2005–2006	839	839	840
2006–2007	844	844	842
2007–2008	844	844	841
Cum. Avg. *	842	842	841
Science & Technology			
2005–2006	848	848	846
2006–2007	847	847	847
2007–2008	848	848	847
Cum. Avg. *	848	848	847

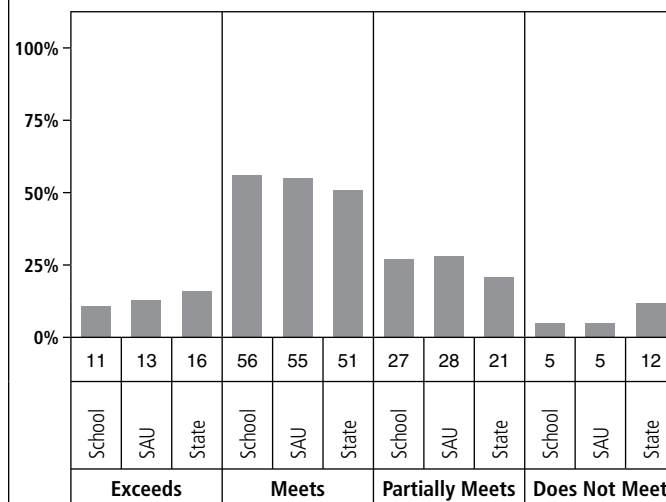
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 8
 SAU: Raymond School Department
 School: Jordan-Small Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	63	100	65	100	15274	100	62	98	64	98	15102	99	62	98	64	98	15097	99	62	98	64	98	15080	99						
Ethnicity African American/Black	0	0	0	0	368	2	0	0	0	0	356	97	0	0	0	0	360	98	0	0	0	0	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	1	2	1	2	186	1	1	100	1	100	181	97	1	100	1	100	182	98	1	100	1	100	182	98						
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White	62	98	64	98	14461	95	61	98	63	98	14312	99	61	98	63	98	14302	99	61	98	63	98	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	8	13	10	15	2508	16	7	88	9	90	2446	98	7	88	9	90	2441	98	7	88	9	90	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	14	22	14	22	5420	35	14	100	14	100	5329	99	14	100	14	100	5324	99	14	100	14	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	58	92	60	92	12703	83	58	92	60	92	12694	83	58	92	60	92	12710	83						
Identified disability (PET/IEP)	3	5	5	8	437	3	3	5	5	8	421	3	3	5	5	8	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	1	2	1	2	229	2	1	2	1	2	231	2	1	2	1	2	230	2						
Participation with accommodations	4	6	4	6	2221	15	4	6	4	6	2227	15	4	6	4	6	2197	14						
Identified disability (PET/IEP)	4	100	4	100	1832	82	4	100	4	100	1844	83	4	100	4	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1						
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	1	2	1	2	140	1	1	2	1	2	143	1	1	2	1	2	160	1						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 8
SAU: Raymond School Department
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	9	13	11	16	2695	17
	2006-2007	3	5	3	5	2407	16
	2007-2008	13	21	13	20	3428	23
	Cum. Total*	25	13	27	14	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	27	40	28	40	6830	42
	2006-2007	37	61	37	61	7494	49
	2007-2008	30	48	31	48	7179	48
	Cum. Total*	94	49	96	49	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	20	30	20	29	3741	23
	2006-2007	15	25	15	25	3628	24
	2007-2008	11	18	12	19	2706	18
	Cum. Total*	46	24	47	24	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	11	16	11	16	3003	18
	2006-2007	6	10	6	10	1810	12
	2007-2008	8	13	8	13	1611	11
	Cum. Total*	25	13	25	13	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	37.2	66.4	37.1	66.3	36.9	65.9
Literary Text	28	50	18.0	64.3	17.9	63.9	18.3	65.4
Informational Text	28	50	19.2	68.6	19.2	68.6	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Raymond School Department
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	13	21	30	48	11	18	8	13	850	64	20	48	19	13	850	14924	23	48	18	11	849
Ethnicity																						
African American/Black	0										0						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	1										1						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	61	13	21	29	48	11	18	8	13	850	63	21	48	19	13	850	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	0	0	2	29	5	71	828	9	0	11	33	56	832	2269	3	24	32	42	833
No	55	13	24	30	55	9	16	3	5	853	55	24	55	16	5	853	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	62	13	21	30	48	11	18	8	13	850	64	20	48	19	13	850	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	14	0	0	5	36	4	29	5	36	838	14	0	36	29	36	838	5222	12	44	25	19	843
No	48	13	27	25	52	7	15	3	6	854	50	26	52	16	6	853	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	62	13	21	30	48	11	18	8	13	850	64	20	48	19	13	850	14917	23	48	18	11	849
Gender																						
Female	28	7	25	14	50	4	14	3	11	853	28	25	50	14	11	853	7198	30	48	15	7	853
Male	34	6	18	16	47	7	21	5	15	847	36	17	47	22	14	847	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	62	13	21	30	48	11	18	8	13	850	64	20	48	19	13	850	14117	24	49	17	10	850
Gifted/talented program																						
Yes	0										0						592	71	28	1	0	867
No	62	13	21	30	48	11	18	8	13	850	64	20	48	19	13	850	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Raymond School Department
School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	10	0	0	1	17	0	0	5	83	827	11	0	29	0	71	831	9	10	39	24	26	841
B. less than one hour	56	8	23	19	54	6	17	2	6	853	56	23	54	17	6	853	46	20	50	20	11	849
C. one to two hours	31	3	16	10	53	5	26	1	5	850	30	16	53	26	5	850	41	28	49	15	7	852
D. more than two hours	3	2	100	0	0	0	0	0	0	870	3	100	0	0	0	870	5	28	44	15	12	850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	18	2	18	6	55	1	9	2	18	851	17	18	55	9	18	851	33	31	48	14	7	853
B. They match some of what I have learned.	52	8	25	15	47	6	19	3	9	852	52	24	48	18	9	852	53	21	51	19	9	849
C. They match just a little of what I have learned.	24	2	13	7	47	3	20	3	20	845	24	13	47	20	20	845	11	14	41	25	20	844
D. There is no match.	6	1	25	2	50	1	25	0	0	851	6	25	50	25	0	851	3	6	34	26	35	836
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	10	43	9	39	3	13	1	4	858	38	42	42	13	4	858	31	42	44	8	6	857
B. good	34	2	10	13	62	5	24	1	5	849	33	10	62	24	5	849	49	19	54	19	9	849
C. fair	24	1	7	7	47	3	20	4	27	843	24	7	47	20	27	843	18	5	42	31	22	840
D. poor	5	0	0	1	33	0	0	2	67	832	5	0	33	0	67	832	2	4	29	32	34	835
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	15	2	22	3	33	2	22	2	22	847	14	22	33	22	22	847	15	16	44	22	18	845
B. about the same as my regular schoolwork	50	5	16	14	45	7	23	5	16	847	49	16	45	23	16	847	65	23	49	18	9	850
C. easier than my regular schoolwork	35	6	27	13	59	2	9	1	5	855	37	26	61	9	4	855	19	30	49	14	8	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	6	1	25	2	50	0	0	1	25	847	6	25	50	0	25	847	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	35	2	9	11	50	5	23	4	18	845	35	9	50	23	18	845	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	58	10	28	17	47	6	17	3	8	854	59	27	49	16	8	854	38	36	48	11	5	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	18	3	27	4	36	2	18	2	18	850	19	25	42	17	17	851	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	72	10	23	23	52	8	18	3	7	852	71	23	52	18	7	852	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	10	0	0	3	50	1	17	2	33	842	10	0	50	17	33	842	6	9	43	24	23	842
How much time do you spend reading at home each day?																						
A. more than one hour	15	7	78	2	22	0	0	0	0	867	16	70	30	0	0	866	18	31	47	13	9	852
B. 20 minutes to an hour	27	3	18	10	59	3	18	1	6	852	27	18	59	18	6	852	41	28	49	15	7	852
C. less than 20 minutes	18	1	9	4	36	4	36	2	18	843	17	9	36	36	18	843	13	20	49	18	12	848
D. I rarely read at home.	40	2	8	14	56	4	16	5	20	845	40	8	56	16	20	845	28	12	47	26	16	844
How do you feel about the following statement?																						
“My knowledge of reading will be useful to me as an adult.”																						
A. strongly agree	26	7	44	5	31	1	6	3	19	853	25	44	31	6	19	853	43	31	48	14	7	853
B. agree	58	6	17	19	53	7	19	4	11	850	59	16	54	19	11	850	48	18	50	20	12	848
C. disagree	13	0	0	5	63	2	25	1	13	846	13	0	63	25	13	846	6	11	43	24	21	843
D. strongly disagree	3	0	0	1	50	1	50	0	0	845	3	0	50	50	0	845	2	6	36	32	26	839
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: Raymond School Department
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	1	1	2	3	1714	11
	2006-2007	8	13	8	13	1952	13
	2007-2008	10	16	10	16	1657	11
	Cum. Total*	19	10	20	10	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	31	46	32	46	5533	34
	2006-2007	29	48	29	48	5870	38
	2007-2008	25	40	26	41	5956	40
	Cum. Total*	85	45	87	45	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	15	22	15	21	4764	29
	2006-2007	11	18	11	18	3982	26
	2007-2008	13	21	14	22	3729	25
	Cum. Total*	39	21	40	21	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	20	30	21	30	4251	26
	2006-2007	13	21	13	21	3534	23
	2007-2008	14	23	14	22	3579	24
	Cum. Total*	47	25	48	25	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.8	55.0	8.7	54.4	8.4	52.5
Cluster 2: Shape and Size	14	25	6.2	44.3	6.2	44.3	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.8	60.0	4.8	60.0	4.6	57.5
Cluster 4: Patterns	18	32	10.0	55.6	9.9	55.0	8.9	49.4

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Raymond School Department
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	10	16	25	40	13	21	14	23	844	64	16	41	22	22	844	14921	11	40	25	24	841
Ethnicity																						
African American/Black	0										0						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	1										1						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	61	10	16	24	39	13	21	14	23	844	63	16	40	22	22	844	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	0	0	3	43	4	57	826	9	0	11	44	44	828	2265	1	14	22	62	824
No	55	10	18	25	45	10	18	10	18	847	55	18	45	18	18	847	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	62	10	16	25	40	13	21	14	23	844	64	16	41	22	22	844	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	14	0	0	3	21	4	29	7	50	833	14	0	21	29	50	833	5217	5	30	29	37	834
No	48	10	21	22	46	9	19	7	15	848	50	20	46	20	14	847	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	62	10	16	25	40	13	21	14	23	844	64	16	41	22	22	844	14914	11	40	25	24	841
Gender																						
Female	28	5	18	11	39	6	21	6	21	844	28	18	39	21	21	844	7199	11	40	26	23	841
Male	34	5	15	14	41	7	21	8	24	845	36	14	42	22	22	844	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	62	10	16	25	40	13	21	14	23	844	64	16	41	22	22	844	14115	12	41	25	23	842
Gifted/talented program																						
Yes	0										0						592	58	39	2	1	864
No	62	10	16	25	40	13	21	14	23	844	64	16	41	22	22	844	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Raymond School Department
School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	10	0	0	0	0	3	50	3	50	826	11	0	14	43	43	828	9	5	30	23	41	833
B. less than one hour	56	4	11	19	54	5	14	7	20	845	56	11	54	14	20	845	46	10	40	26	25	840
C. one to two hours	31	4	21	6	32	5	26	4	21	845	30	21	32	26	21	845	41	14	42	25	19	843
D. more than two hours	3	2	100	0	0	0	0	0	0	872	3	100	0	0	0	872	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	26	4	25	8	50	2	13	2	13	850	25	25	50	13	13	850	30	17	43	22	18	845
B. They match some of what I have learned.	52	4	13	12	38	7	22	9	28	842	51	13	38	22	28	842	50	10	42	26	22	841
C. They match just a little of what I have learned.	21	2	15	5	38	3	23	3	23	842	22	14	43	21	21	842	17	6	32	29	33	836
D. There is no match.	2	0	0	0	0	1	100	0	0	836	2	0	0	100	0	836	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	24	7	47	7	47	0	0	1	7	858	24	47	47	0	7	858	26	29	46	14	11	851
B. good	52	2	6	14	44	8	25	8	25	841	51	6	44	25	25	841	45	7	46	27	20	841
C. fair	16	1	10	3	30	3	30	3	30	839	17	9	36	27	27	839	23	1	26	34	38	833
D. poor	8	0	0	1	20	2	40	2	40	833	8	0	20	40	40	833	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	29	2	11	4	22	5	28	7	39	836	29	11	22	28	39	836	34	4	35	28	32	836
B. about the same as my regular schoolwork	48	3	10	16	53	5	17	6	20	844	49	10	55	16	19	844	52	10	43	26	21	842
C. easier than my regular schoolwork	23	5	36	5	36	3	21	1	7	854	22	36	36	21	7	854	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	28	4	24	6	35	3	18	4	24	844	29	22	39	17	22	844	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	62	5	13	18	47	8	21	7	18	846	61	13	47	21	18	846	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	10	1	17	1	17	1	17	3	50	838	10	17	17	17	50	838	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	32	0	0	6	30	6	30	8	40	834	32	0	30	30	40	834	9	6	38	27	29	837
B. two or three days a week	19	1	8	5	42	2	17	4	33	843	19	8	42	17	33	843	16	8	38	27	27	839
C. two or three times each month	27	4	24	10	59	1	6	2	12	851	27	24	59	6	12	851	28	12	41	27	21	843
D. never or almost never	21	5	38	4	31	4	31	0	0	852	22	36	36	29	0	852	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	85	9	17	22	42	10	19	12	23	845	86	17	43	19	22	845	38	14	42	23	21	843
B. two or three times a week	8	0	0	3	60	0	0	2	40	837	8	0	60	0	40	837	33	10	41	26	23	841
C. two or three times each month	3	1	50	0	0	1	50	0	0	847	3	50	0	50	0	847	18	10	36	27	27	840
D. never or almost never	3	0	0	0	0	2	100	0	0	833	3	0	0	100	0	833	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	45	3	11	12	43	5	18	8	29	843	46	10	45	17	28	843	54	14	44	23	18	844
B. agree	48	6	20	12	40	7	23	5	17	846	48	20	40	23	17	846	38	8	36	27	28	838
C. disagree	5	1	33	1	33	0	0	1	33	847	5	33	33	0	33	847	6	6	31	28	36	835
D. strongly disagree	2	0	0	0	0	1	100	0	0	836	2	0	0	100	0	836	2	3	23	25	49	831
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: Raymond School Department
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	9	13	10	14	1879	12
	2006-2007	3	5	3	5	2192	14
	2007-2008	7	11	8	13	2371	16
	Cum. Total*	19	10	21	11	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	41	61	43	61	8604	53
	2006-2007	42	69	42	69	7916	52
	2007-2008	35	56	35	55	7630	51
	Cum. Total*	118	62	120	62	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	12	18	12	17	3618	22
	2006-2007	8	13	8	13	3340	22
	2007-2008	17	27	18	28	3175	21
	Cum. Total*	37	19	38	19	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	5	7	5	7	2174	13
	2006-2007	8	13	8	13	1865	12
	2007-2008	3	5	3	5	1731	12
	Cum. Total*	16	8	16	8	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	7.7	55.0	7.8	55.7	8.1	57.9
Cluster 2: Physical Sciences	14	25	7.9	56.4	7.9	56.4	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	7.4	52.9	7.4	52.9	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	8.9	63.6	8.9	63.6	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Raymond School Department
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	62	7	11	35	56	17	27	3	5	848	64	13	55	28	5	848	14907	16	51	21	12	847
Ethnicity																						
African American/Black	0										0						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	1										1						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	61	7	11	34	56	17	28	3	5	848	63	13	54	29	5	848	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	7	0	0	2	29	3	43	2	29	835	9	11	22	44	22	838	2258	3	29	31	37	836
No	55	7	13	33	60	14	25	1	2	850	55	13	60	25	2	850	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	62	7	11	35	56	17	27	3	5	848	64	13	55	28	5	848	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	14	1	7	4	29	7	50	2	14	840	14	7	29	50	14	840	5206	8	45	28	20	842
No	48	6	13	31	65	10	21	1	2	850	50	14	62	22	2	850	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	62	7	11	35	56	17	27	3	5	848	64	13	55	28	5	848	14900	16	51	21	12	847
Gender																						
Female	28	1	4	17	61	7	25	3	11	846	28	4	61	25	11	846	7196	14	52	23	12	847
Male	34	6	18	18	53	10	29	0	0	850	36	19	50	31	0	850	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	62	7	11	35	56	17	27	3	5	848	64	13	55	28	5	848	14103	16	52	21	11	848
Gifted/talented program																						
Yes	0										0						592	63	35	1	0	865
No	62	7	11	35	56	17	27	3	5	848	64	13	55	28	5	848	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Raymond School Department
School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	10 56 31 3	0 4 1 2	0 11 5 100	3 22 10 0	50 63 53 0	2 8 7 0	33 23 37 0	1 1 1 0	17 3 5 0	840 849 846 870	11 56 30 3	14 11 5 100	43 63 53 0	29 23 37 0	14 3 5 0	843 849 846 870	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	23 52 18 8	0 6 1 0	0 19 9 0	7 18 7 3	50 56 64 60	7 6 2 2	50 19 18 40	0 2 1 0	0 6 9 0	841 851 849 848	22 51 17 10	0 19 9 17	50 56 64 50	50 19 18 33	0 6 9 0	841 851 849 850	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	16 50 29 5	5 2 0 0	50 6 0 0	3 21 10 1	30 68 56 33	1 8 6 2	10 26 33 67	1 0 2 0	10 0 11 0	860 848 843 843	16 51 29 5	50 9 0 0	30 66 56 33	10 25 33 67	10 0 11 0	860 848 843 843	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	16 66 18	2 2 3	20 5 27	5 25 5	50 61 45	3 12 2	30 29 18	0 2 1	0 5 9	851 846 852	16 65 19	20 5 33	50 61 42	30 29 17	0 5 8	851 846 853	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	26 63 11	1 6 0	6 15 0	11 21 3	69 54 43	3 11 3	19 28 43	1 1 1	6 3 14	849 849 842	27 62 11	12 15 0	65 54 43	18 28 43	6 3 14	850 849 842	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	32 21 23 24	2 0 5 0	10 0 36 0	9 10 7 9	45 77 50 60	8 3 1 5	40 23 7 33	1 0 1 1	5 0 7 7	845 846 859 844	32 21 23 24	10 0 36 0	45 77 50 60	40 23 7 33	5 0 7 7	845 846 859 844	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844
How do you feel about the following statement? <i>“My knowledge of science and technology will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	24 52 16 8	3 4 0 0	20 13 0 0	9 16 7 3	60 50 70 60	2 10 3 2	13 31 30 40	1 2 0 0	7 6 0 0	851 847 846 846	24 52 16 8	20 15 0 0	60 48 70 60	13 30 30 40	7 6 0 0	851 848 846 846	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841
How well does the following statement reflect your future goals? <i>“I am interested in a career related to science, technology, engineering, or mathematics.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	21 29 34 16	4 2 0 1	31 11 0 10	7 9 11 8	54 50 52 80	2 7 7 1	15 39 33 10	0 0 3 0	0 0 14 0	856 846 843 853	22 29 33 16	36 11 0 10	50 50 52 80	14 39 33 10	0 0 14 0	856 846 843 853	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844
Optional school/SAU question A. B. C. D.	0 0 0 0										0 0 0 0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number